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The Effects of Using Digital Technology on Vocabulary Knowledge of EFL Students

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Numerous researchers have been seeking ways of assisting educators, teachers, and learners of the English language in turning strategies research into practice. How to suit different learning styles and apply vocabulary learning strategies has also been in the flow. This paper presents an experimental study to investigate the effects of using digital technology on the vocabulary knowledge of ELF students. Three main specific instruments for vocabulary learning were applied in the experiment: Kahoot!, making video clips, and Podcasts. A vocabulary test and a vocabulary learning questionnaire were administered at the beginning and the end of the instruction to elicit the participants'background information, vocabulary learning styles, and applied vocabulary learning strategies after participating in the program. The effectiveness of the strategies was examined by comparing the pre-test and the post-test data. Correlation, t-test, and test reliability analyses demonstrated that a significant improvement in vocabulary knowledge was obtained by the experimental group over the control group. The results of these questionnaires support the conclusion that the above strategies had a positive effect on students'vocabulary knowledge and encouraged the students'interest and motivation. From the findings of this study, implications and suggestions were given to help teachers and students in teaching and learning English vocabulary and future EFL classrooms as well.

Online Profile

Biography

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